

National Partnership Broad Aims	Goals	Targets
<b>Achieving effective evidence based teaching</b>	<ul style="list-style-type: none"> <li>To enhance teacher capacity to use NAPLAN student and school performance data</li> <li>To enhance teacher capacity to use other locally developed diagnostic tools and assessments to inform learning and teaching</li> <li>To increase teacher capacity to deliver consistent, high quality literacy teaching</li> </ul>	<b>Targets:</b> <ul style="list-style-type: none"> <li>Increase the school mean in NAPLAN by 40 NAPLAN scores in year 3 and year 5 by end of 2010</li> <li>Increase the learning gain of the school year 5 cohort from 87 to 110 NAPLAN scores by the end of 2010</li> </ul>
<b>Demonstrating strong leadership and whole school engagement in literacy and numeracy</b>	<ul style="list-style-type: none"> <li>To increase leadership capacity to build a culture of continuous improvement in literacy</li> <li>To engage in cross-sectoral communities of schools</li> <li>To engage in leadership coaching and mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Reduce the % of Year 3 students at or below National Minimum Standard in NAPLAN from 41% to 20% of Year 5 students by the end of 2010</li> <li>Increase the number of CLEARLY IN EVIDENCE ratings in the ACU's LTLL Reflection Guide from 0 to 4 (out of 8 for Educative Leadership) and from 0 to 3 (out of 5 in Authentic Learning) by the end of 2010</li> </ul>
<b>Developing processes to monitor school and student performance to identify when support is needed</b>	<ul style="list-style-type: none"> <li>To participate in annual analysis of student performance using NAPLAN data</li> <li>To analyse student performance data including locally developed assessment schedules and tools</li> <li>To monitor and evaluate the school plan to reflect ongoing analysis as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Increase DASA ratings from 80% of teachers in phase 1 to 50% of teachers in phase 3</li> </ul>

GOAL	Strategies	Timeline	Personnel	Outcome
<b>Achieving effective evidence based teaching</b>				
<ul style="list-style-type: none"> <li>To enhance teacher capacity to use NAPLAN student and school performance data</li> </ul>	Conduct DASA Online Survey with all staff – base line, mid and final	Baseline: September 2009 Mid: June 2010 Final: November 2010	All school staff (SM and RF)	DASA Online Survey completed by all staff – base line, mid and final
	Analyse DASA Online Survey for all staff base line, mid and final	Baseline: September 2009 Mid: June 2010 Final: November 2010	MM (RF)	DASA Online Survey analysis demonstrates growth across the phases in all domains in the DASA Matrix for the school both at mid and final collection points
<ul style="list-style-type: none"> <li>To enhance teacher capacity to use other locally developed diagnostic tools and assessments to inform learning and teaching</li> </ul>	Identify, schedule, administer and analyse additional assessment experiences	Identify and schedule: November 2009  Identify, schedule, administer and Analyse: Feb 2010 ongoing	3-6 teachers ( MS and MR)  3-6 teachers (KCD, MS and MR)	Learning and Teaching programs reflect a range of assessment experiences utilised
	Engage in coding of assessment practice using the Diocesan Learning and Teaching Framework	Coding practice using the DLTF. Commence April 2010 and ongoing	All school staff (RF)  All school staff (RF)	Whole school DLTF professional learning delivered Coding practice conducted and analysed using the DLTF by all staff

<ul style="list-style-type: none"> <li>To increase teacher capacity to deliver consistent, high quality literacy teaching</li> </ul>	Conduct Teacher Online Surveys with all staff – base line, mid and final	Baseline: September 2009 Mid: June 2010 Final: November 2010	All school staff (SM)	Teacher Online Surveys completed by all staff – base line, mid and final
	Analyse Teacher Online Surveys for all staff – base line, mid and final	Baseline: September 2009 Mid: June 2010 Final: November 2010	GH and MM (AMC)	Teacher Online Survey analysis demonstrates growth across all questions for the school both at mid and final collection points
	Conduct Student Online Surveys with all students years 3-6 – base line, mid and final	Baseline: September 2009 Mid: June 2010 Final: November 2010	3-6 students	Student Online Surveys completed by all students years 3-6 – base line, mid and final
	Analyse Student Online Surveys for all students years 3-6 – base line, mid and final	Baseline: September 2009 Mid: June 2010 Final: November 2010	GH and MM (AMC)	Student Online Survey analysis demonstrates growth across all questions for the school both at mid and final collection points
	Conduct classroom observations and surveys of teaching practice linked to PDPR of Reading – Baseline and ongoing	Baseline: November 2009 Ongoing	3-6 teachers (KCD, MS and MR)	Student and teacher surveys completed and classroom observations recorded and reflective of reading and comprehension strategies employed
	Participate in Indigenous education (as second language learners) professional learning session	17 December 2009	All staff (KT, MS and MR)	Learning and Teaching programs reflect strategies to support Indigenous and ESL students as second language learners
	Participate in Balanced Literacy Session professional learning	17 December 2009	All staff (MS and MR)	Learning and Teaching programs reflect balanced literacy session
<ul style="list-style-type: none"> <li>To increase teacher capacity to deliver consistent, high quality</li> </ul>	Engage in classroom program <i>Focus on Reading</i> 3-6 professional learning	Introduction: 4 Nov 2009 PHASE 1 Module 1: 23/24 Nov 2009	All Staff (MS, MR and KCD)	Professional learning session conducted for all teachers

literacy teaching (CONTINUED)	Engage in classroom program <i>Focus on Reading</i> 3-6 professional learning	Module 2: 9/10 Dec 2009 Module 3: 18/19 Feb 2010 Module 4: 11/12 Mar 2010 Staff Meeting Linking Phase 1 and Phase 2: 24 Mar 2010 PHASE 2 Module 1: 23 April 2010 Module 2: TBA Module 3: TBA Module 4: TBA Module 5: TBA	All Staff (MS, MR and KCD)	
	Complete all session and between session activities related for <i>Focus on Reading</i> 3-6	As appropriate	All staff and KCD (MS and MR)	Learning and teaching programs reflect Reading and comprehension strategies and activities from <i>Focus on Reading</i> 3-6
	Engage in intervention program Supporting Individual Readers professional learning	February 2010	All staff and KCD (MS and MR)	Professional learning session conducted for all staff
	Develop intervention support utilising Individual Readers Intervention Plans (IRIPs) for students at or below NMS	As appropriate	all students at or below NMS (3-6) and students at risk (K-2) all staff/ KCD (MS and MR)	IRIPs inclusive of targeted intervention are developed for students at or below NMS (3-6) and students at risk (K-2)
	School SPB <sub>4</sub> L Implementation – Facilitator Training	9 February 2010 27 April 2010 10 August 2010 27 October 2010	MM (KHW)	Appropriate staff have participated in Facilitator Training

<ul style="list-style-type: none"> <li>To increase teacher capacity to deliver consistent, high quality literacy teaching (CONTINUED)</li> </ul>	School SPB <sub>4</sub> L Implementation - Twilight Workshops – addressing Active Supervision, Rewards, Behaviour Strategies	10 March 2010 19 May 2010 17 August 2010	TBA (KHW)	Appropriate staff have attended workshops and school and classroom procedures implemented as appropriate
	School SPB <sub>4</sub> L Implementation – Evaluation, Planning and Celebration	23 November 2010	TBA (KHW)	Appropriate staff have attended workshops and completed accountability requirements
	School SPB <sub>4</sub> L Implementation – Planning Days (2 per year for SPB <sub>4</sub> L team)	TBA	TBA (KHW)	Planning days have been conducted and school and classroom procedures implemented as appropriate
	School SPB <sub>4</sub> L Implementation – Monthly Meeting	2 February 2010 23 February 2010 16 March 2010 Term 2, 3 and 4 - TBA	TBA (KHW)	Monthly meetings conducted and school and classroom procedures implemented as appropriate
	School SPB <sub>4</sub> L Implementation – Data Reporting	Fortnightly data inputting and reporting	Maria Martos(KHW)	Input and report of SPB <sub>4</sub> L data to staff and CEO as required

GOAL	Strategies	Timeline	Personnel	Outcome
<b>Demonstrate strong leadership and whole school engagement in literacy</b>				
<ul style="list-style-type: none"> <li>To increase leadership capacity to build a culture of continuous improvement in literacy</li> </ul>	Conduct Capacity Building Survey with all staff – base line, mid and final	Baseline: February 2010 Mid: June 2010 Final: November 2010	All school staff (RF)	Capacity Building Survey completed by all staff – base line, mid and final
	Analyse Capacity Building Survey for all staff base line, mid and final	Baseline: February 2009 Mid: June 2010 Final: November 2010	MM (RF)	Capacity Building Survey analysis demonstrates growth for school at mid and final collection points
	Engagement in LTLL Project with ACU cross-diocesan plenary, video conference and online learning sessions	26 <sup>th</sup> & 27 <sup>th</sup> November, 2009 Online learning activities Term 4 2009	GH, MM, PD, SB (NH, AMC and RF)	LTLL actions shared with staff, ACU and participating schools
	Engagement in LTLL Project school activities	Ongoing	GH, MM, PD, SB (NH, AMC and NH)	LTLL outcomes achieved
<ul style="list-style-type: none"> <li>To engage in cross-sectoral communities of schools</li> </ul>	Engagement with local Diocesan schools in sharing Reading practice	TBN	3-6 teachers ( KCD,MS and MR)	Presentations conducted as negotiated
	Engagement with local DET NP schools in sharing Reading practice	TBN	3-6 teachers and KCD (MS, MR, RF and AMC)	Presentations conducted as negotiated
	Engagement with other Catholic NP schools in sharing Reading practice	TBN	3-6 teachers and KCD (MS, MR, RF and AMC)	Presentations conducted as negotiated
<ul style="list-style-type: none"> <li>To engage in leadership coaching and mentoring</li> </ul>	Collaboration with HOSS and CEO Program Facilitator in relation to progress towards LNNP Plan	Ongoing	PL, GH and MM (NH, AMC and RF)	LNNP Plan completed, published and progressed through all mandatory reforms
	Collaboration with HOSS in relation to LNNP mandatory reforms and links to	Ongoing	PL, GH and MM (NH, AMC and RF)	School's SRI Plan clearly identifies LNNP plan and related activities

	School's SRI Plan			
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**Developing processes to monitor school and student performance to identify when support is needed:**

GOAL	Strategies	Timeline	Personnel	Outcome
<ul style="list-style-type: none"> <li>To participate in annual analysis of student performance using NAPLAN data</li> </ul>	Analyse NAPLAN data in Reading for 2008, 2009 and 2010 including findings and targets	2008: September 2009 2009: November 2009 2010: September 2010	MM and appropriate staff (RF and AMC)	Data analysis reports completed and targets set
<ul style="list-style-type: none"> <li>To analyse student performance data including locally developed assessment schedules and tools</li> </ul>	Conduct additional (NP-LN) assessments – 20 minute assessment in Reading	Part A: April 2009 Part B: March 2010 Part C: August 2010 Part D: March 2011	Part A: 2, 3 and 4 students Part B: 3, 4 and 5 students Part C: 3, 4 and 5 students Part D: 4, 5 and 6 students	Assessments conducted for relevant students
	Analysis of additional (NP-LN) assessments achievement in Reading	Part A: November 2009 Part B: May 2010 Part C: October 2010 Part D: May 2011	MM and appropriate staff (RF)	Assessment analysis demonstrates growth for the school cohort at each point
	Conduct additional school-based assessment at whole class level	Ongoing as appropriate	K-6 students	Learning and Teaching programs
	Analyse additional school-based assessment at whole class level	Ongoing as appropriate	All teachers	Learning and Teaching programs reflect a range of assessment experiences utilised
	Conduct an analysis of student achievement in school-based assessment	Ongoing as appropriate	3-6 students at or below NMS 3-6 teachers (KCD)	Individual Learning Plans for targeted students NMS indicate monitoring and appropriate interventions



<ul style="list-style-type: none"> <li>To monitor and evaluate the school plan to reflect ongoing analysis as appropriate</li> </ul>	Complete all self-evaluation requirements including initial NAPLAN data analysis, all baseline data analysis and setting targets	September – November 2009	All school staff as appropriate	NAPLAN analysis completed Baseline analysis completed Targets established
	Develop School LNNP Plan inclusion of all mandatory requirements	December 2009	PL, GH and MM (AMC and NH)	School LNNP developed , signed off and published on school website
	School LNNP Plan monitored and updated	April 2010 June 2010 September 2010	PL, GH and MM (RF, AMC and NH)	School LNNP monitored against progress towards targets, adjusted and republished on school website
	School LNNP Plan evaluated and reported against targets	April 2011	PL, GH and MM (RF, AMC and NH)	All targets in School LNNP achieved

## **Roles and Responsibilities**

The LNNP School Team will support the implementation of LNNP. The team will comprise school representatives who will provide specific expertise and direction to the school community in order to meet the requirements of partnership and representatives from the Catholic Education Office who will provide system support to the school community in matters relating to the partnership.

### **Principal will:**

- lead the school in the participation of all LNNP reforms and the integration of partnership reforms with other key system and school initiatives including SRI, PDPR, DLTF and SPB4L
- ensure that all LNNP mandatory reforms including the LNNP School Plan, the engagement in the leadership aspects, classroom practice, intervention and monitoring activities are supported, coordinated and actioned
- ensure appropriate resourcing support and staffing arrangements are in place to meet mandatory requirements of the LNNP
- coordinate regular LNNP School Team meetings that focus on the progress of the LNNP School Plan and the meeting of specified targets
- ensure effective communication with the school community on all LNNP activities and initiatives
- liaise with the Head of School Services and Program Facilitator to ensure successful implementation of all LNNP reforms
- engage in appropriate cross sectoral activities with other LNNP schools

### **LNNP School Manager will:**

- lead the development of the LNNP School Plan detailing all initiatives, timelines and targets to meet all mandatory reforms of the LNNP
- coordinate and supervise all aspects of the LNNP School Plan deliverables including the leadership, classroom practice, intervention and monitoring activities
- organise support for the practical internal timetabling and staffing arrangements to meet each of the specific requirements of the LNNP reforms
- provide specific communication to all staff on all aspects and progress of the LNNP School Plan
- provide specific support for the School Project Monitor and the School Classroom Facilitator in their particular roles
- ensure CEO staff have appropriate access to teachers and SSOs in relation to provision of professional learning and programs mandatory to the LNNP
- ensure that all aspects and timelines are met and comply with the Commonwealth requirements for delivery and acknowledgement according to the NSW LLNP State Plan

**LNNP Project Monitor will:**

- coordinate the collection of evidence according to the details and timelines in the LNNP School Plan
- maintain all records of evidence and accountability requirements according to program requirements
- lead the analysis and reflective engagement of all evidence gathered relating to LNNP activities
- provide meaningful and timely feedback to the staff on the progress of LNNP School Plan targets

**LNNP Classroom Facilitator (CEO) will:**

- liaise with the CEO Education Officers in the delivery of specific professional learning in Focus on Reading K-6
- support 3-6 staff with the delivery of effective classroom practices to improve reading outcomes for students
- support 3-6 staff in the design and delivery of intervention support for specific students
- participate in the LNNP School Team meetings

**Head of School Service will:**

- provide strategic advice and support to the principal and school leadership team on the directions and actions related to the LNNP and broader system initiatives
- support the principal and school leadership team in the development, monitoring and evaluation of the LNNP School Plan
- support the integration of the LNNP initiatives with other strategic school actions including the implementation of School Review and Improvement priority areas
- provide liaison and communication of the school's LNNP activities to the CEO Director of Schools and the CEO Leadership Team

**LNNP Program Facilitator (CEO) will:**

- coordinate specific literacy/reading support from CEO Education Officers on the Curriculum and Pedagogy Team
- coordinate additional specific support in meeting the specific needs of teachers and students particular in pastoral care and diverse learning needs from other RELs teams
- supervise the implementation of the LNNP School Plan in relation to the delivery on the mandatory reforms of the LNNP in collaboration with the LNNP School Manager
- support the management of financial aspects of the LNNP allocation and the compliance of all reporting requirements
- liaise with the Leader of Curriculum and Pedagogy in relation to Catholic Education Commission National Partnership Coordinating Committee
- participate in Catholic sector and cross-sectoral initiatives relating to the LNNP including meetings and video conferences for program facilitators
- ensure that all aspects and timelines are met and comply with the Commonwealth requirements for delivery and acknowledgement according to the NSW LNNP State Plan

